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ABSTRACT

Trends in curricular review and admissions and graduation requirements at U.S. colleges and universities are examined, based on survey responses from 413 institutions. Data from these institutions were weighted to represent 2,623 four- and two-year institutions. It was found that almost all institutions are in the midst of curriculum change, involving new general education requirements and greater emphasis on student competencies and skills. Close to half of the schools are reviewing or recently completed a review of admission requirements. The aim is to raise or be more specific about requirements or to review the role of test scores in the admissions process. Additional findings include the following: 4 out of 10 institutions have institution-wide writing requirements; about 2 in 10 four-year colleges and universities require foreign language study; 62 percent of the institutions have programs focusing on student retention; 76 percent of colleges with teacher education programs have tightened their standards in recent years; and close to half offer credit and noncredit courses on business premises for business employees. Tables of the statistical findings along with a narrative summary are provided, along with the survey questionnaire and a description of the weighting methodology. (SW)

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CAMPUS TRENDS, 1984

Elaine El-Khawas

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HIGHER EDUCATION PANEL REPORT NUMBER 65 FEBRUARY 1985

A Survey of the American Council on Education

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. *Higher Education Panel Reports* are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

The Higher Education Panel's surveys on behalf of the Federal Government are conducted under support provided jointly by the National Science Foundation, The National Endowment for the Humanities, and the U.S. Department of Education (NSF Contract SRS-8117037).

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Campus Trends, 1984

Elaine El-Khawas

Higher Education Panel Reports
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Data processing services for the survey were ably provided by Boichi San and Bernard Greene, ACE Division of Policy Analysis and Research. Irene L. Gomberg, former Assistant Director of the Higher Education Panel, was also involved in the development and design of this survey.

Special appreciation is extended to the Higher Education Panel campus representatives and academic officers who responded to the survey. Our hope is they will find the survey's results offer good perspective on present-day campus policies and practices.

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HIGHLIGHTS

A June 1984 survey reveals that colleges and universities are giving considerable attention to the quality of the curriculum, to admissions and graduation requirements, and to programs and services responsive to a changing population of students. Key findings include:

- Almost all institutions are in the midst of curriculum change. About 6 in 10 are reviewing their curricula, and another 3 in 10 have just completed a review. New general education requirements are being developed, and greater attention is being paid to competencies and skills learned by students.
- Close to half of colleges and universities are reviewing or recently completed a review of admissions requirements, especially to raise or be more specific about requirements or to review the role of test scores in the admissions process.
- Four out of 10 institutions have institution-wide writing requirements for all of their students. Two-thirds of institutions require that all entering students take placement tests in mathematics and in English.
- Among four-year colleges and universities, about 2 in 10 require foreign language study as part of their graduation requirements for all students. Another 3 in 10 of these institutions have foreign language requirements for some students.
- Many institutions (62 percent) currently offer special programs focusing on student retention. Most (78 percent) also offer courses on "coping with college."
- Among colleges with teacher education programs, most (76 percent) report that they have tightened their standards in recent years.
- Close to half of all colleges and universities offer courses, both credit and noncredit, on business premises for business employees.
- About two-thirds of the nation's colleges and universities sponsor faculty development programs. Workshops or symposia are typical components of these programs, as are individualized approaches to faculty development.
- At about 4 in 10 institutions, administrators reported that levels of faculty morale and compensation were better than they were 5 years ago. Fewer than 1 in 5 said that morale and compensation levels had worsened.
- Administrators at 4 in 10 institutions also reported that relationships with state agencies were better than 5 years ago. Very few (3 percent) reported worsening relationships.

BACKGROUND

This report marks the beginning of a new project of the Division of Policy Analysis and Research of the American Council on Education. The Campus Trends project is designed to provide the higher education community with timely overviews of trends apparent at colleges and universities throughout the nation. Its creation reflects the belief of the Council that information gathered periodically on recent and pending changes affecting academic institutions will strengthen the status of higher education in the community at large.

In this first report, a variety of policies and practices are described that were current at American colleges and universities in 1983–84. The broad area of curricular review is examined in the report, as are admissions and graduation requirements presently in effect. The report also offers information on such key issues as faculty hiring, morale, retirements, and related matters. In addition, college linkages with business and industry are detailed and the opinions of campus administrators are reported on a range of issues relating to their institutions.

METHODS SUMMARY

The Higher Education Panel forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community and to government agencies.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. Institutions were drawn from the more than 3,200 colleges and universities listed in the National Center for Education Statistics' *Education Directory, Colleges and Universities*. All institutions in the population are grouped according to the Panel's stratification design, which is based primarily upon institution type (doctorate-granting, comprehensive, baccalaureate, specialized, and two-year academic or occupational), control (public, private), and size (full-time-equivalent enrollment). For any given survey, either the entire Panel, a half-sample, or an appropriate subgroup is used.

The survey operation is dependent upon a network of campus representatives who, through their presidents, have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus officials for response.

The survey sample consisted of all two-year colleges, four-year colleges, and universities in one of the half-samples. Excluded were specialized and religious institutions, which brought the total survey sample to 458 institutions. The questionnaire (see Appendix A) was mailed in two stages so that 15 percent of the institutions included in another HEP survey under way would not be unduly burdened. The first mailing went out in late June; the second followed a month later.

Senior administrative officials were asked to provide general information on campus trends in various areas, including course offerings, college costs, and requirements for admissions and graduation. In addition, they were queried on their opinions and judgments about recent changes affecting their institutions. After a series of mail and telephone follow-ups, usable responses were received from 413 institutions, or 90 percent of those surveyed.

Data from responding institutions were statistically adjusted (weighted) to represent 2,623 four- and two-year colleges and universities. (Institutional weights are based on the ratio of the number of respondents to the number of institutions in the population, separately for the strata used in the survey.)

The technical notes (see Appendix B) contain a description of the weighting methodology and comparison of respondents and nonrespondents.

FINDINGS

A strong impression that emerges from the survey results is that higher education is in the midst of substantial curricular change. Colleges of all types are addressing the issue of new general education requirements and are giving greater emphasis to the competencies and skills learned by students. In addition, close to half of all colleges and universities are reviewing admissions requirements, especially with regard to raising their requirements, and reviewing the role of standardized test scores in the admissions process.

It also appears that many of the reforms of the last few years proposed for higher education have been adopted by higher education institutions. Four out of 10 institutions had college-wide writing requirements. Over half—55 percent—were reviewing their admissions requirements in order to include special procedures for older students. Two-thirds have faculty development programs. Most have some form of cooperation established with business and industry.

Problems and shortcomings are documented as well. Only a few institutions require either comprehensive exams in a student's major or study of a foreign language. At 1 in 5 colleges, equipment for teaching and research and the level of faculty compensation were judged to be worse than 5 years ago.

Changes in the Curriculum

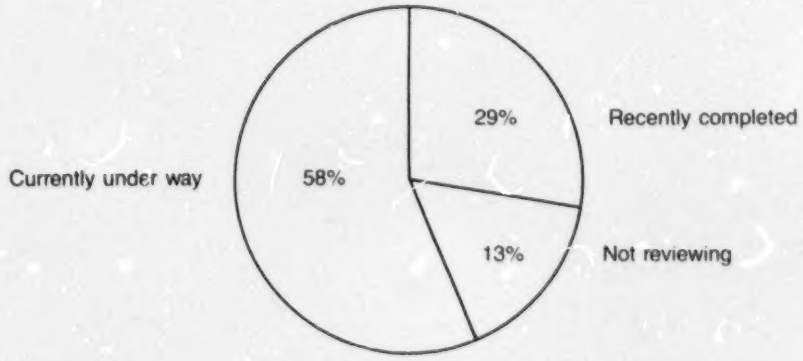
Most American colleges and universities were engaged in curriculum review during the past year (see figure 1). About 6 in 10 institutions were reviewing their curricula; another 3 in 10 had just completed a review.

At almost all institutions, this review involved new general education course requirements. Most institutions also reported giving greater emphasis to competencies and skills of students (see figure 2), which probably reflects a general focus on what students are learning, rather than any substantial move toward competency-based curricula.

A number of differences by type of institution can be noted (see table A). Efforts to give greater flexibility to adult learners were reported by more than half of the two-year colleges, but by 4 in 10 of other colleges. Close to half of the four-year colleges and universities were giving greater attention to foreign language study; a much smaller proportion of two-year colleges were doing so. Another contrast appears with respect to career preparation interests of students: although 40 percent of universities were considering giving greater attention to career preparation in their curricular review, fully two-thirds of other colleges were doing so.

Detailed table 1 offers a look at a variety of special course and program offerings available in colleges and universities. The general picture is that practices vary substantially among institutions. Honors programs are offered by about half of all institutions, but by seven-eighths of the universities. While about 40

FIGURE 1
Status of Curricular Review, All Institutions
(N = 2,623)



Reference: Detailed table 2

TABLE A—Areas of Curricular Review, by Type of Institution

N = 2,289

(In percentages)

	Two-year Institutions (N = 1,106)	Four-year Institutions (N = 664)	Universities (N = 519)
New general education requirements	82	92	95
Greater emphasis on competencies and skills	90	89	85
Increased course requirements	45	59	61
Greater flexibility for adult learners	56	39	38
Foreign language study	21	49	45
Career preparation	63	71	41

Reference: Detailed table 2

percent of all institutions offer courses in international studies, only 24 percent of 4-year colleges and 31 percent of universities offer a major in this field.

Courses designed to help students with needed skills are frequently reported. More than 90 percent of all institutions have courses to improve writing skills of students; 78 percent reported courses on how to cope with or survive in college; 67 percent reported career planning courses; and 62 percent offer special programs focusing on student retention. Academic credit for remedial or developmental courses is offered by 60 percent of the institutions. In contrast, only a small number offer external degree programs (19 percent) or weekend colleges (16 percent).

Detailed table 1 also documents that women's studies courses are offered by 42 percent of institutions, although very few (3 percent) offer it as a major. This pattern is also reflected in Black studies courses (7 percent offer a major, but 35 percent offer courses in the area), in Hispanic studies (6 percent offer a major, but 23 percent offer courses), and in Asian/Pacific American studies (4 percent offer a major, but 24 percent offer courses).

Teacher training has received a great deal of attention in the months following the release in April 1983 of the report of the National Commission on Excellence in Education, *A Nation at Risk* (published by the U.S. Department of Education). Questions in this survey obtained information on current or future requirements of teacher-training programs (see detailed table 3).

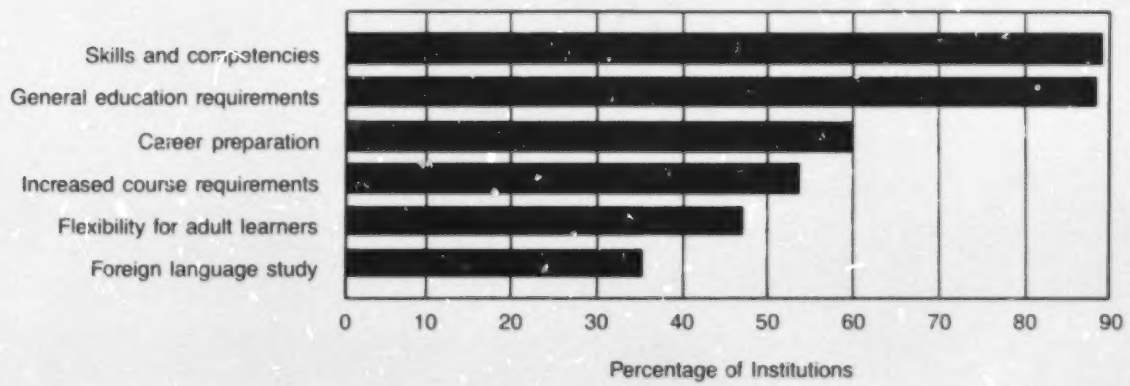
Close to 90 percent of four-year colleges and universities have teacher-training programs. Among these programs, the percentages reporting various selected characteristics were as follows:

	Percentage of Institutions (N = 1,159)
A major or minor is required in a discipline for students in secondary education.	92
There are minimum requirements for entering the program.	89
The program has tighter standards now than a few years ago.	75
Special recruitment efforts are made to attract the best students.	33
The program includes a fifth year of study.	12

FIGURE 2

Areas of Curricular Review

(N = 2,289)



Reference: Detailed table 2

Especially notable is the move toward tighter standards, reported by three-quarters of these programs. The survey also documents that students in secondary education are generally required to take subject-matter courses in a discipline, a fact that has often been overlooked in recent debate about the quality of teacher-training programs.

Graduation Requirements

Many observers have argued that colleges today have few graduation requirements beyond a specified number of course credits that must be accumulated. Results of this study do not support such a simplistic view.

Almost all institutions require that a core amount of general education courses must be completed by some or all students (see figure 3). This is particularly true of four-year colleges and universities; among two-year institutions, 62 percent require core courses of all students, while another 25 percent require such courses of some students. In light of the general review of curriculum that is occurring at most institutions, these results are likely to change.

College practice varies considerably on other graduation requirements. Institution-wide writing requirements are quite prevalent, possibly a reflection of the efforts to strengthen "writing across the curriculum" during the last decade. Writing requirements for all students were reported by 60 percent of four-year colleges, 51 percent of universities, and by 26 percent of two-year institutions (see table B).

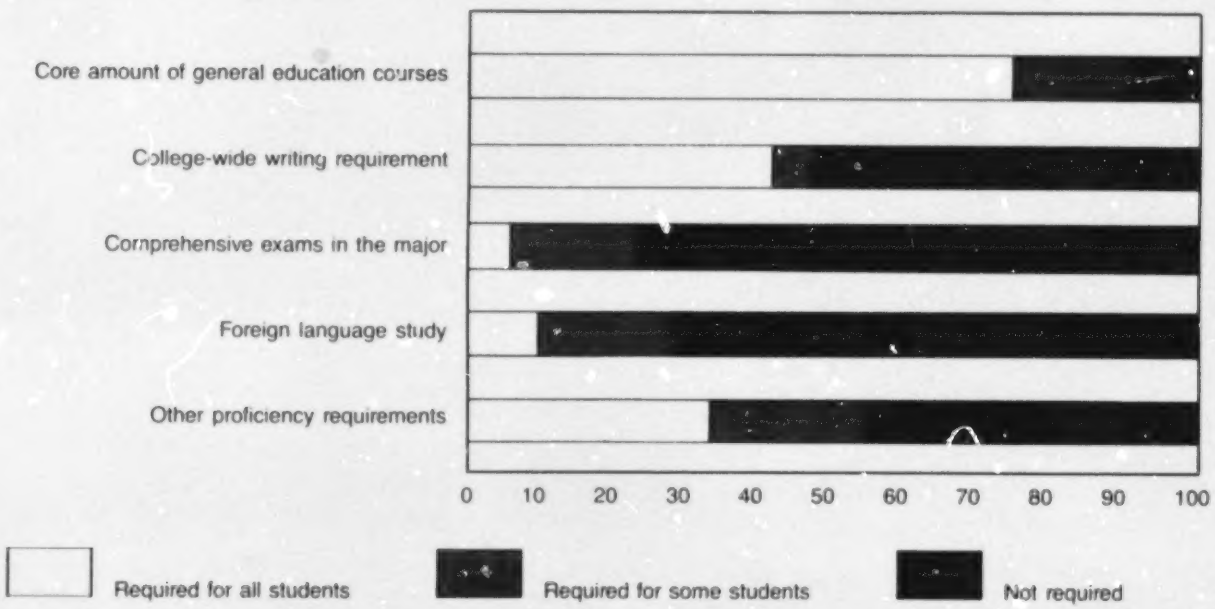
In contrast, relatively few institutions have foreign language requirements for all students for graduation. About 1 in 5 four-year colleges and universities do so, although another 28 percent impose such graduation requirements on some of their students (see detailed table 5).

Comprehensive exam requirements in a student's major vary by type of institution. Few universities (3 percent) and a small number of four-year colleges (17 percent) require such exams of all students, but larger percentages (31 percent of universities and 21 percent of four-year colleges) reported that comprehensive exams are required of some students (see detailed table 5).

Admissions Requirements

College admissions practices have also been subject to questioning since the release of *A Nation at Risk*. A major concern has been that admissions requirements are too lax.

FIGURE 3
Selected Graduation Requirements, All Institutions
(N = 2,623)



Reference: Detailed table 5

TABLE B—College-wide Writing Requirements, by Type of Institution

N = 2,623

(In percentages)

	Two-year Institutions (N = 1,311)	Four-year Institutions (N = 739)	Universities (N = 573)
Required for *all* students	26	60	51
Required for *some* students	8	3	9
Not required	66	37	40

Reference: Detailed table 5

Survey results show that just under two-thirds of the institutions require students to take placement tests (or otherwise meet requirements) in mathematics and just over two-thirds of the institutions require such tests in English (see figure 4). About one-fifth do not require all students to take such tests, but do require some students to meet basic requirements.

It also appears that a good many institutions are reviewing their admissions requirements in response to recent challenges. One-third overall were engaged in such a review at the time of the survey. Another 1 in 6 had recently completed a review. The primary areas for attention in these reviews were as follows: raising admissions requirements; reviewing the role of test scores; specifying courses needed for admissions; and developing special procedures for older students (see figure 5).

Compared to other types of institutions, two-year institutions were less likely to be specifying courses for admissions or otherwise raising requirements; however, they were more likely than others to be reviewing the role of test scores and considering special procedures for older students (see detailed table 4).

The perceptions of administrators of the quality of entering students were mixed. Over half reported that the ability to attract good students was better than 5 years ago. At the same time, just over half said that the general level of preparation of the entering students was "about the same" as 5 years ago. About 3 in 10 said that student preparation was better than it was 5 years ago (see detailed table 10).

Easing the Burden of Tuition Costs

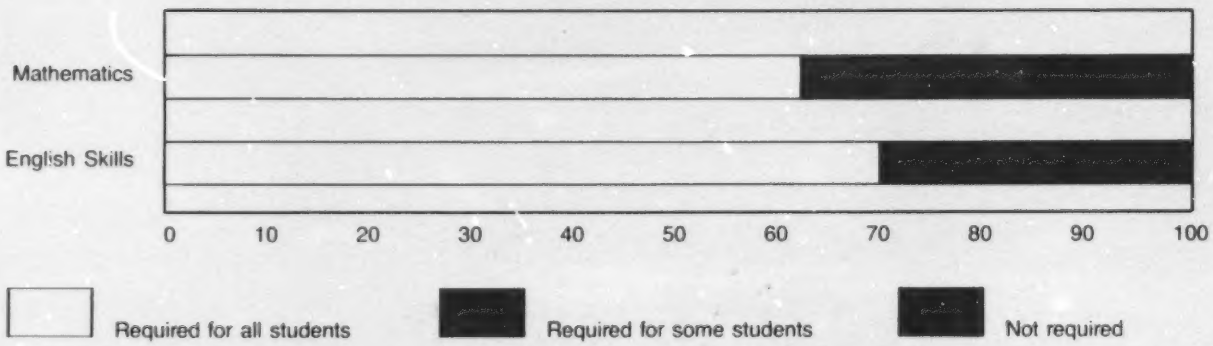
At a time when college costs have been rising somewhat ahead of inflation, colleges have developed a number of practices intended to ease the burden for families and students in meeting tuition costs. Extended payment plans are one example, in which payments for a year's tuition can be made on a monthly basis, extended over the full calendar year, or might be extended beyond graduation. Overall, 44 percent of all institutions have an extended payment plan (see detailed table 9).

Another option is for a college or university to offer its own loan program, usually to supplement loan funds available through government-sponsored programs. One in 3 colleges offer such programs at present. Differential tuition rates have sometimes been introduced by institutions, in recognition that some degree programs are more costly than others. Study results indicate that relatively few institutions (7 percent) have such a fee structure in place.

There is new interest in offering merit scholarships, which generally are not based on financial need. In this survey, a question was asked about one form of such scholarships, where an award is made to stu-

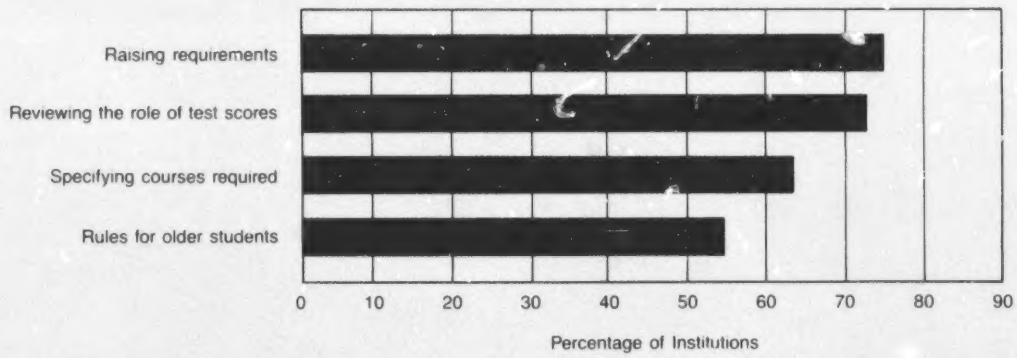
FIGURE 4

Placement Tests for Entering Freshmen, All Institutions
(N = 2,623)



Reference: Detailed table 5

FIGURE 5
Areas of Admissions Requirements Review
(N = 1,247)



Reference: Detailed table 4

dents that covers full tuition, room, and board. Results show that 30 percent of colleges offer such awards. It must be noted, however, that this figure may include athletic or artistic scholarships. To what extent is unknown.

Faculty Matters

Financial pressures facing colleges and universities in recent years have sometimes led to faculty layoffs and, more frequently, to considerably reduced hiring of full-time faculty and greater use of part-time faculty. In addition, faculty salaries generally have not kept up with inflation.

Such circumstances provide the context for interpreting this study's results on collegiate hiring practices in 1983–84. Thus, for example, only one-third of institutions registered a net gain in full-time faculty positions compared to a year earlier, and 22 percent had a net loss in positions (see table C). Although most institutions did hire full-time faculty during the past year, such hiring apparently represents replacement of faculty who leave. It can be noted that, among the colleges that hired new faculty, most reported that women were among those hired and about one-third reported that Black or Hispanic faculty were hired. These figures reflect institutional experiences and could, therefore, represent the hiring of one minority or woman faculty member at an entire college or university (see detailed table 7).

TABLE C—Number of Faculty Positions in 1983–84 Compared to a Year Earlier, All Institutions
N = 2,623
(In percentages)

	Two-year Institutions (N = 1,311)	Four-year Institutions (N = 739)	Universities (N = 573)
Net gain	28	39	44
Net loss	25	22	17
No change	47	39	39

Reference: Detailed table 7

Extensive use of part-time faculty was found at two-year institutions and, to a more modest extent, at other institutions (see figure 6). Such use—defined here as involving part-time faculty in at least one-fourth of all courses—was reported by 61 percent of community colleges, by 21 percent of universities, and by 30 percent of four-year colleges.

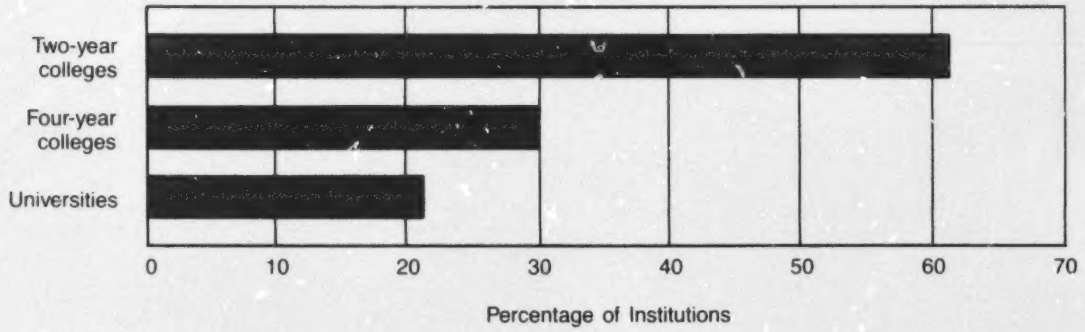
Study results also suggest that many colleges and universities have developed early retirement policies. About one-quarter of community colleges and four-year colleges reported that full-time faculty took early retirement during 1983–84; a much higher percentage of universities—68 percent—reported that full-time faculty took early retirement (see detailed table 7). This difference may be a function of size. Many universities are larger than baccalaureate institutions and would be more likely to have faculty eligible for early retirement.

About two-thirds of the nation's colleges and universities sponsor faculty development programs. For these programs, workshops appear to be a typical component (mentioned by 91 percent of institutions), while released time for faculty to develop new course material is provided at only about half of the institutions (see table D). Individualized approaches to faculty development are also quite common (mentioned by 74 percent of institutions).

Eighty-two percent of institutions reported procedures for periodic evaluation of tenured faculty (see detailed table 7). In a third of these cases, such evaluation is done less frequently than once a year. More detailed questions would be necessary to clarify the nature of such evaluations. It is possible that, in many institutions, such an evaluation is largely perfunctory.

FIGURE 6

Institutions Using Part-time Faculty Extensively, All Institutions
(N = 2,623)



Reference: Detailed table 7

The views of campus administrators on the level of faculty morale, compensation, and related matters were generally positive. About 4 out of 10 administrators felt that the overall level of both faculty morale and compensation was better during 1983–84 than it had been 5 years ago (see detailed table 10). Even so, about 1 in 5 said that compensation was worse than it had been 5 years ago. The institutions' ability to attract good faculty was assessed in similar terms: about half of the administrators thought it was the same as 5 years ago, 43 percent thought it was better, and only 6 percent thought their ability to attract good faculty was worse than before.

TABLE D—Features of Formal Faculty Development Programs, by Type of Institution

N = 1,731

(In percentages)

	Two-year Institutions (N = 911)	Four-year Institutions (N = 486)	Universities (N = 334)
Workshops or symposia	97	87	81
Individualized approaches	72	76	76
Separate budget	60	74	74
Teaching improvement programs	65	57	72
Direction provided by coordinator	58	59	69
Released time for course development	55	52	61

Reference: Detailed table 8

Institutional Status

Several different survey items offer information on campus conditions and directions of activity (see detailed table 10). A majority of administrators (58 percent) said that the physical plant was in better condition than 5 years ago, although 12 percent said it was worse. Comments on the adequacy of equipment and library resources were less positive: about 4 in 10 thought conditions were better, and close to 2 in 10 thought that the condition of equipment and the library was worse than 5 years ago. Student aid was rated similarly: about 4 in 10 thought the adequacy of aid had improved, while 13 percent said it seemed worse (see table E).

When asked about how relationships with state agencies had changed, 4 in 10 administrators said that things were better than 5 years ago and very few—3 percent—reported worsening relationships. Regarding federal agencies, only one-quarter of administrators said that relationships were better than 5 years ago, although only 6 percent said things were worse.

Strong ties between business and higher education are also documented in the study findings (see table F). Joint meetings or advisory panels involving representatives of business and industry were reported at 7 in 10 institutions. Arrangements involving equipment (whether loaned, shared, or donated) are also quite common; they were reported at 65 percent of institutions. Half of the nation's colleges and universities report formal ties with business on scholarships or loan programs for students.

Many institutions offer courses—both credit and noncredit—for employees on business premises. Overall, just under half of all institutions reported such arrangements. Close to 60 percent of community colleges reported on-premise course offerings, while only one-quarter of four-year institutions had such offerings.

TABLE E—Administrators' Views on Changes During the Last Five Years, All Institutions

N = 2,623

(In percentages)

	Direction of Change		
	Better	Same	Worse
Students			
Ability to attract good students	57	36	7
General preparation of students	29	53	18
Job prospects for graduates	40	49	11
Faculty			
Overall faculty morale	42	45	13
Overall faculty productivity	38	58	4
Adequacy of faculty compensation	44	38	19
Ability to attract good faculty	43	51	6
Institutional Matters			
Relationships with state agencies	45	51	3
Relationships with federal agencies	24	70	6
Adequacy of student aid	42	45	13
Adequacy of equipment	44	39	18
Adequacy of library resources	41	44	15
Adequacy of physical plant	58	30	12

Reference: Detailed table 10

Although relatively few institutions (18 percent) have formal ties with business involving research, 52 percent of universities have such ties. Shared or on-loan staff is generally infrequent with only 2 in 10 of all institutions indicating that kind of arrangement. However, 3 out of 10 universities reported such staff linkages.

Relatively small proportions of institutions reported offering programs that were jointly developed and sponsored with business or industry. Overall, 2 in 10 institutions reported having joint programs, including 26 percent of community colleges. While the percentages are small, these figures suggest that a large number of institutions were involved in joint degree programs with business during 1983–84: an estimated 100 universities, 69 four-year institutions, and 338 community colleges.

TABLE F—Ties with Business and Industry, by Type of Institution, All Institutions

N = 2,623

(In percentages)

	Two-year Institutions (N = 1,311)	Four-year Institutions (N = 739)	Universities (N = 573)
Joint meetings or advisory panels	79	58	75
Equipment (loaned, shared or donated)	64	59	74
Scholarship or loan programs	48	43	73
Credit courses for employees	59	26	49
Noncredit courses for employees	59	27	50
Jointly sponsored degree programs	26	9	17
Shared or on-loan staff	16	16	28
Research	6	13	52

Reference: Detailed table 6

SUMMARY

This survey of various policies and practices at the nation's colleges and universities suggests that considerable attention is being paid to curriculum change and academic standards. It also gives evidence of the extent to which institutions, in the past, had responded to the diversity of students by imposing relatively few common requirements, beyond a core of general education, on all students.

The data also indicate that institutions are reexamining their graduation and course requirements, possibly to increase them. To be repeated in future years, the Campus Trends project should help document how these changes actually take place.

DETAILED STATISTICAL TABLES

Readers should note that some percentage distributions in the following tables may not total to 100 because of weighting and rounding.

TABLE 1—Institutions Offering Various Courses and Programs,
All Institutions

	Two-year Colleges		Baccalaureates		Universities		All Institutions	
	1311	%	739	%	573	%	2623	%
Credit or noncredit courses:								
1. Improving writing skills	1242	94.7	645	87.3	538	93.9	2425	92.5
2. Improving problem-solving	794	60.5	433	58.6	349	60.9	1576	60.1
3. Career planning	905	69.0	491	66.5	368	64.2	1764	67.3
4. Coping with college	1056	80.5	551	74.5	436	76.1	2042	77.9
5. Using personal computers	1100	83.9	526	71.2	422	73.7	2049	78.1
The institution offers:								
1. An external degree program	219	16.7	107	14.5	166	29.0	492	18.7
2. A weekend college program	148	11.3	118	16.0	147	25.6	413	15.7
3. Honors courses, sections or programs	423	32.3	436	59.0	488	85.2	1347	51.4
4. Special programs on student retention	836	63.7	418	56.5	361	63.1	1615	61.6
5. Remedial/development courses	939	71.6	355	48.1	282	49.3	1576	60.1
Undergraduate courses, as a major:								
1. International studies	38	2.9	174	23.5	179	31.2	390	14.9
2. National security issues	26	2.0	0	0.0	9	1.6	36	1.4
3. Soviet studies	6	0.5	43	5.8	102	17.8	151	5.8
4. Women's studies	11	0.8	7	0.9	54	9.3	71	2.7
5. Black studies	53	4.1	7	0.9	130	22.7	190	7.2
6. Hispanic studies	12	0.9	49	6.7	83	14.6	145	5.5
7. Asian/Pacific-American studies	13	1.0	19	2.5	68	11.8	100	3.8
Undergraduate courses, but not as a major:								
1. International studies	345	26.3	362	48.9	320	55.9	1027	39.2
2. National security issues	131	10.0	209	28.3	283	49.3	622	23.7
3. Soviet studies	139	10.6	350	47.4	289	50.4	778	29.7
4. Women's studies	348	26.5	361	48.9	390	68.1	1099	41.9
5. Black studies	249	19.0	382	51.7	273	47.7	904	34.5
6. Hispanic studies	203	15.5	177	24.0	231	40.3	611	23.3
7. Asian/Pacific-American studies	113	8.7	251	33.9	252	44.0	616	23.5

TABLE 2—Curricular Review Experiences,
All Institutions

	Two-year Colleges		Baccalaureates		Universities		All Institutions	
	1311	%	739	%	573	%	2623	%
Currently reviewing:	805	61.4	387	52.3	326	56.9	1518	57.9
Recently completed:	301	22.9	277	37.5	193	33.7	770	29.4
Current or recent review:	1106	100.0	664	100.0	519	100.0	2288	100.0
1. New general education requirements	906	81.9	607	91.5	491	94.8	2005	87.6
2. Greater emphasis on competencies & skills	998	90.2	588	88.7	438	84.5	2024	88.5
3. An increase in course requirements	502	45.4	392	59.1	318	61.3	1213	53.0
4. Greater flexibility for adult learners	619	56.0	260	39.2	195	37.7	1075	47.0
5. New attention to foreign language study	234	21.2	328	49.4	232	44.7	794	34.7
6. Greater attention to career preparation	701	63.4	469	70.7	212	40.9	1382	60.4
Currently under way:	805	100.0	387	100.0	326	100.0	1518	100.0
1. New general education requirements	679	84.3	336	87.0	308	94.5	1323	87.2
2. Greater emphasis on competencies & skills	750	93.2	343	88.7	271	83.3	1365	89.9
3. An increase in course requirements	400	49.6	227	58.6	200	61.5	826	54.5
4. Greater flexibility for adult learners	492	61.1	124	32.1	138	42.2	754	49.7
5. New attention to foreign language study	211	26.2	187	48.4	160	49.3	558	36.8
6. Greater attention to career preparation	595	73.9	278	72.0	154	47.3	1027	67.7
Recently completed:	301	100.0	277	100.0	193	100.0	770	100.0
1. New general education requirements	228	75.6	270	97.7	184	95.2	682	88.5
2. Greater emphasis on competencies & skills	247	82.2	245	88.7	167	86.5	660	85.6
3. An increase in course requirements	103	34.1	166	59.3	118	61.1	386	50.1
4. Greater flexibility for adult learners	127	42.2	136	49.1	58	29.9	321	41.6
5. New attention to foreign language study	24	7.9	141	50.9	72	37.1	236	30.6
6. Greater attention to career preparation	106	35.1	191	69.0	58	30.0	354	46.0

TABLE 3—Institutions with Teacher-training Programs,
By Selected Characteristics

	Two-year Colleges		Baccalaureates		Universities		All Institutions	
	1311	%	739	%	573	%	2623	%
Institutions with:	44	3.3 (100.0)	647	87.5 (100.0)	512	89.4 (100.0)	1203	45.9 (100.0)
1. Minimum requirements	26	60.2	578	89.5	451	88.1	1056	87.8
2. Special recruitment efforts	5	10.3	161	25.0	222	43.3	388	32.2
3. Tighter standards	33	74.5	489	75.6	395	77.1	916	76.2
4. A required major/minor in a discipline	26	60.2	622	96.1	448	87.5	1096	91.2
5. A fifth year of study	0	0.0	50	7.8	85	16.7	136	11.3
Institutions discussing instituting:								
1. Minimum requirements	0	0.0	13	2.1	37	7.3	51	4.2
2. Special recruitment efforts	26	60.2	176	27.2	120	23.3	321	26.7
3. Tighter standards	9	20.6	64	9.8	25	4.9	98	8.1
4. A required major/minor in a discipline	5	10.3	7	1.0	23	4.4	34	2.8
5. A fifth year of study	0	0.0	68	10.5	91	17.8	159	13.2
Institutions considering abolishing teacher-training programs	0	0.0	13	2.0	18	3.6	31	2.6

TABLE 4—Admissions Requirements Review Experiences

	Two-year Colleges		Baccalaureates		Universities		All Institutions	
	1311	%	739	%	573	%	2623	%
Currently reviewing admissions requirements:	332	25.3	273	37.0	234	40.9	840	32.0
Recently completed a review:	135	10.3	125	16.9	147	25.7	407	15.5
Currently reviewing:	332	100.0	273	100.0	234	100.0	840	100.0
1. Raising admissions requirements	151	45.4	217	79.2	216	92.2	583	69.5
2. Specifying courses for admissions	142	42.7	137	50.1	202	86.0	480	57.2
3. Special procedures for older students	210	63.3	125	45.9	113	48.3	449	53.5
4. Reviewing the role of test scores	269	80.9	210	76.9	152	64.7	631	75.1
Recently completed:	135	100.0	125	100.0	147	100.0	407	100.0
1. Raising admissions requirements	109	80.3	94	74.9	132	89.8	334	82.1
2. Specifying courses for admissions	122	90.3	74	59.4	107	72.8	303	74.5
3. Special procedures for older students	112	82.8	63	50.3	60	41.0	235	57.7
4. Reviewing the role of test scores	110	81.2	81	65.2	77	52.3	268	65.9
Currently reviewing or recently completed:	467	100.0	398	100.0	381	100.0	1247	100.0
1. Raising admissions requirements	259	55.5	310	77.9	348	91.3	917	73.6
2. Specifying courses for admissions	264	56.5	211	53.0	308	80.9	784	62.9
3. Special procedures for older students	323	69.0	188	47.3	173	45.5	684	54.9
4. Reviewing the role of test scores	379	81.0	292	73.3	228	59.9	899	72.1

TABLE 5—Admissions and Graduation Requirements, *All Institutions*

	Two-year Colleges		Baccalaureates		Universities		All Institutions	
	1311	%	739	%	573	%	2623	%
Requirements for all students:								
1. Placement test in:								
A. Mathematics	709	54.0	509	68.9	415	72.4	1632	62.2
B. English skills	752	57.4	596	80.6	483	84.3	1831	69.8
2. Foreign language study for:								
A. Admissions	0	0.0	81	11.0	104	18.1	185	7.0
B. Graduation	0	0.0	168	22.7	98	17.1	266	10.1
3. A core amount of general education courses	810	61.8	676	91.5	494	86.3	1981	75.5
4. Comprehensive exams for a major	0	0.0	124	16.8	19	3.4	143	5.5
5. Institution-wide writing requirements	345	26.3	447	60.4	293	51.1	1084	41.3
6. Other proficiency requirements for graduation	398	30.4	304	41.1	167	29.1	869	33.1
Requirements for some students:								
1. Placement test in:								
A. Mathematics	379	28.9	124	16.8	74	12.9	577	22.0
B. English skills	358	27.3	38	5.1	46	7.9	442	16.8
2. Foreign language study for:								
A. Admissions	38	2.9	31	4.2	49	8.6	118	4.5
B. Graduation	135	10.3	181	24.4	185	32.3	501	19.1
3. A core amount of general education courses	323	24.6	31	4.2	47	8.2	401	15.3
4. Comprehensive exams for a major	144	11.0	157	21.3	177	30.8	477	18.2
5. Institution-wide writing requirements	105	8.0	25	3.4	51	8.9	181	6.9
6. Other proficiency requirements for graduation	303	23.1	141	19.1	149	25.9	592	22.6

TABLE 6—Ties with Business and Industry,
All Institutions

	Two-year Colleges		Baccalaureates		Universities		All Institutions	
	1311	%	739	%	573	%	2623	%
Formal ties with business/industry in:								
1. Shared or on-loan staff	215	16.4	117	15.8	161	28.2	493	18.8
2. Research	77	5.9	92	12.5	298	52.1	468	17.8
3. Equipment	836	63.7	435	58.8	422	73.6	1692	64.5
4. Scholarship or loan programs	633	48.3	317	42.9	418	73.0	1369	52.2
5. Joint meetings or advisory panels	1032	78.7	427	57.7	431	75.2	1889	72.0
6. Credit courses for business employees	772	58.9	189	25.5	280	48.8	1241	47.3
7. Noncredit courses for business employees	777	59.3	201	27.2	285	49.7	1263	48.2
8. Jointly developed & sponsored degree programs	338	25.8	69	9.3	100	17.4	506	19.3
Formal ties under discussion:								
1. Shared or on-loan staff	198	15.1	95	12.9	87	15.2	380	14.5
2. Research	28	2.1	87	11.8	56	9.8	171	6.5
3. Equipment	123	9.4	58	7.8	43	7.5	223	8.5
4. Scholarship or loan programs	98	7.5	56	7.5	26	4.6	180	6.9
5. Joint meetings or advisory panels	74	5.6	92	12.5	32	5.6	198	7.6
6. Credit courses for business employees	165	12.6	100	13.5	86	15.0	351	13.4
7. Noncredit courses for business employees	111	8.5	95	12.8	76	13.2	282	10.7
8. Jointly developed & sponsored degree programs	191	14.6	69	9.4	77	13.5	338	12.9

TABLE 7—Changes in Faculty Positions Between 1982–84 and Selected Faculty Policies and Practices

	Two-year Colleges		Baccalaureates		Universities		All Institutions	
	1311	%	739	%	573	%	2623	%
Faculty positions in 1983–84 compared to 1982–83:								
1. A net loss	328	25.0	161	21.8	95	16.6	583	22.2
2. A net gain	363	27.7	288	39.0	252	44.0	903	34.4
3. No change	621	47.4	290	39.2	226	39.4	1137	43.3
Institutions that make extensive use of part-time faculty:	800	61.0	224	30.3	120	21.0	1145	43.7
Institutions reporting full-time faculty who took early retirement:	334	25.5	201	27.2	388	67.7	923	35.2
Institutions reporting new full-time faculty hired in 1983–84:	1073	81.8 (100.0)	678	91.8 (100.0)	565	98.7 (100.0)	2316	88.3 (100.0)
1. New women faculty	969	90.3	604	89.1	543	96.0	2116	91.3
2. New Black or Hispanic faculty	319	29.8	180	26.6	365	64.6	865	37.3
Institutions that periodically evaluate tenured faculty:	1117	85.2 (100.0)	589	79.8 (100.0)	437	76.3 (100.0)	2143	81.7 (100.0)
1. Yearly	835	74.8	359	60.9	255	58.3	1449	67.6
2. Less frequently than yearly	282	25.2	230	39.1	182	41.7	694	32.4

TABLE 8—Institutions with Faculty Development Programs, By Program Characteristics

	Two-year Colleges 1311	%	Baccalaureates 739	%	Universities 573	%	All Institutions 2623	%
Institutions with a formal program	911	69.5 (100.0)	486	65.7 (100.0)	334	58.4 (100.0)	1731	66.0 (100.0)
1. Workshops or symposia	884	97.0	424	87.3	271	81.2	1580	91.2
2. Teaching-improvement programs	593	65.1	277	57.1	240	71.8	1110	64.1
3. Individualized approaches	654	71.8	369	75.9	254	75.9	1277	73.7
4. A separate budget	549	60.3	357	73.5	246	73.7	1153	66.6
5. A coordinator/coordinating committee	527	57.9	288	59.3	230	68.3	1046	60.4
6. Released time to develop new course material	501	54.9	252	51.9	203	60.8	956	55.2

TABLE 9—Selected Policies of Institutions Offering College Tuition Payment Plans and Aid, *All Institutions*

	Two-year Colleges 1311	%	Baccalaureates 739	%	Universities 573	%	All Institutions 2623	%
Institutions that offer:								
1. Merit scholarships	325	24.8	228	30.8	245	42.7	797	30.4
2. Own loan programs for parents/students	395	30.1	229	31.1	240	42.0	865	33.0
3. Differential tuition rates	38	2.9	92	12.5	48	8.4	179	6.8
4. An extended payment plan for tuition & fee	419	32.0	469	63.5	268	46.9	1157	44.1

TABLE 10—Administrators' Views of Changes During the Last Five Years,
All Institutions

	Two-year Colleges		Baccalaureates		Universities		All Institutions	
	1311	%	739	%	573	%	2623	%
1. Relationship with state agencies, Better	606	46.2	306	41.5	274	47.8	1187	45.2
Same	639	48.8	432	58.5	277	48.3	1349	51.4
Worse	65	5.0	0	0.0	22	3.8	87	3.3
2. Relationship with federal agencies, Better	297	22.6	185	25.0	163	28.4	644	24.5
Same	942	71.9	494	66.9	398	69.4	1834	69.9
Worse	72	5.5	60	8.2	12	2.1	145	5.5
3. Ability to attract good students, Better	687	52.4	453	61.3	353	61.6	1493	56.9
Same	509	38.8	235	31.8	193	33.7	937	35.7
Worse	115	8.8	51	6.9	27	4.7	193	7.3
4. Ability to attract good faculty, Better	467	35.6	386	52.2	274	47.8	1126	42.9
Same	765	58.3	316	42.7	255	44.5	1336	50.9
Worse	80	6.1	37	5.1	44	7.7	161	6.1
5. General preparation level, Better	293	22.4	242	32.8	224	39.1	759	28.9
Same	751	57.3	356	48.2	292	51.0	1399	53.4
Worse	269	20.5	141	19.1	59	10.3	469	17.9
6. Job prospects for grads, Better	547	41.7	276	37.4	233	40.7	1057	40.3
Same	600	45.7	370	50.1	313	54.6	1283	48.9
Worse	162	12.4	92	12.5	24	4.3	279	10.6
7. Overall faculty morale, Better	511	39.0	367	49.7	228	39.8	1106	42.2
Same	589	45.0	321	43.5	268	46.9	1179	45.0
Worse	211	16.1	50	6.8	77	13.4	337	12.9
8. Overall faculty productivity, Better	360	27.5	301	40.7	345	60.3	1006	38.4
Same	885	67.5	414	56.0	219	38.3	1518	57.9
Worse	66	5.1	24	3.3	8	1.4	98	3.8
9. Adequacy of faculty compensation, Better	530	40.4	336	45.5	275	48.1	1141	43.5
Same	539	41.1	254	34.3	201	35.2	994	37.9
Worse	242	18.5	149	20.2	98	17.2	490	18.7
10. Adequacy of student aid, Better	524	39.9	324	43.8	257	44.8	1104	42.1
Same	661	50.4	299	40.5	229	39.9	1188	45.3
Worse	127	9.7	116	15.8	91	15.8	334	12.7
11. Adequacy of equipment, Better	589	44.9	333	45.1	221	38.6	1144	43.6
Same	504	38.4	296	40.1	213	37.3	1013	38.6
Worse	218	16.7	122	16.5	132	23.1	473	18.0
12. Adequacy of library resources, Better	495	37.7	342	46.2	247	43.1	1083	41.3
Same	620	47.3	286	38.7	234	40.8	1140	43.5
Worse	197	15.0	105	14.2	92	16.1	394	15.0
13. Adequacy of physical plant, Better	705	53.7	499	67.6	309	54.0	1513	57.7
Same	396	30.2	179	24.2	208	36.3	783	29.9
Worse	210	16.0	55	7.4	56	9.7	320	12.2

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

June 26, 1984

Dear Higher Education Panel Representative,

Attached is Higher Education Panel Survey No. 65, a survey sponsored by the American Council on Education to obtain general information on campus trends in a number of different areas. The questionnaire was designed to elicit a snapshot view of recent or pending changes in a variety of institutional policies and practices affecting, among other things, course offerings, faculty, and admissions and graduation requirements.

You will note that this questionnaire does not seek numerical responses. Rather, it asks a series of general questions and in many instances seeks opinions and judgments about change. For this reason, we suggest that the survey be completed by a high-level administrative official with a broad view of the institution, preferably the academic vice president. As usual, however, we leave that decision to you.

Please understand that your institution's responses will be held in strict confidence. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identified with your institution.

Please have the completed questionnaire returned to us by July 13, 1984. A preaddressed envelope is enclosed for your convenience. If you have any questions or problems, please do not hesitate to telephone us collect at 202/833-4757.

Sincerely,

Frank J. Atelsek

Frank J. Atelsek
Panel Director

Attachment

One Dupont Circle, Washington, D.C. 20036-1193 (202) 833-4757

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 65

CAMPUS TRENDS 1983–84

You will note that this questionnaire does not seek numerical responses; rather, it asks a series of general questions about policies and practices at your institution and seeks your opinions and judgments about change.

Please answer the following questions for academic year 1983–84.

I. COURSE OFFERINGS

A. Does your institution offer credit or noncredit courses open to all students on:

	Yes	No
1. Improving writing skills	☐	☐
2. Improving problem-solving or critical-thinking skills	☐	☐
3. Career planning	☐	☐
4. Coping with college (study skills, expectations, etc.)	☐	☐
5. Using personal computers	☐	☐

B. Does your institution offer:

	Yes	No
1. An External Degree program	☐	☐
2. A Weekend College program (for degree study)	☐	☐
3. Honors courses, sections or programs	☐	☐
4. Special program(s) focusing on student retention	☐	☐
5. Academic credit for remedial/developmental courses	☐	☐

C. Are undergraduate courses offered in the following areas?

	Yes, and as a major	Yes, but not as a major	No
1. International studies	☐	☐	☐
2. National security issues	☐	☐	☐
3. Soviet (or Russian) studies	☐	☐	☐
4. Women's studies	☐	☐	☐
5. Black studies	☐	☐	☐
6. Hispanic studies	☐	☐	☐
7. Asian/Pacific-American studies	☐	☐	☐

D. Does your institution have an undergraduate teacher training program?

☐ No
☐ Yes

If "yes:"

	Yes	Under Discussion	No
1. Does it include:			
a. Minimum requirements for entrance into the program	☐	☐	☐
b. Special recruitment efforts to attract the best students to teacher training	☐	☐	☐
c. Tighter standards now than a few years ago	☐	☐	☐
d. A required major/minor in a discipline (other than education) for students in secondary education	☐	☐	☐
e. A fifth year of study	☐	☐	☐

2. Is your institution now considering the abolition of its undergraduate teacher training program?

☐ No
☐ Yes

E. Is a general review of curriculum under way or has one recently been completed?

☐ No
☐ Yes, currently under way (or ongoing)
☐ Yes, completed within the last five years

If "yes," does it address:

	Yes	No
1. New general education requirements	☐	☐
2. Greater emphasis on competencies and skills	☐	☐
3. An increase in course requirements	☐	☐
4. Greater flexibility for adult learners	☐	☐
5. New attention to foreign language study	☐	☐
6. Greater attention to career preparation	☐	☐

II. COLLEGE COSTS—Does your institution offer:

	Yes	No
1. Merit scholarships covering full tuition, room and board	☐	☐
2. Its own loan program for parents or students	☐	☐
3. Differential tuition rates for different undergraduate fields of study	☐	☐
4. An extended payment plan for tuition and fee payments	☐	☐

III. ADMISSIONS AND GRADUATION REQUIREMENTS

A. Is a review of admissions requirements currently under way or has one recently been completed?

- ☐ No
- ☐ Yes, currently under way (or ongoing)
- ☐ Yes, completed within the last five years

If "yes," does it address:

	Yes	No
1. Raising admissions requirements	☐	☐
2. Specifying courses required for admissions	☐	☐
3. Special procedures for adults and older students	☐	☐
4. Reviewing the role of standardized test scores in the admissions process	☐	☐

B. Which of the following are required (for undergraduates)?

	Required for all students	Required for some students	Not required
1. Entering students must take placement tests or otherwise meet requirements in:			
a. Mathematics	☐	☐	☐
b. English skills	☐	☐	☐
2. Foreign language study is required for:			
a. Admissions	☐	☐	☐
b Graduation	☐	☐	☐
3. Students must complete a core amount of coursework in general education	☐	☐	☐
4. Students must take comprehensive exams to complete a major	☐	☐	☐
5. Students must meet institution-wide writing requirements before graduation	☐	☐	☐
6. Students must meet other proficiency requirements before graduation	☐	☐	☐

IV. FACULTY

A. Were any new full-time faculty hired in 1983–84?

- ☐ No
- ☐ Yes

If "yes," did this include:

	Yes	No
1. New women faculty	☐	☐
2. New Black or Hispanic faculty	☐	☐

B. Compared with a year earlier, do you estimate there was:

- ☐ A net loss in faculty positions
- ☐ A net gain in faculty positions
- ☐ No change in faculty positions

C. Was extensive use made of part-time faculty (i.e., for more than about one-fourth of courses)?

- ☐ No
- ☐ Yes

D. Does your institution have a formal faculty development program?

- ☐ No
- ☐ Yes

If "yes," does it include:

	Yes	No
1. Workshops or symposia	☐	☐
2. Teaching-improvement programs	☐	☐
3. Individualized approaches (assistance as needed or requested)	☐	☐
4. A separate budget	☐	☐
5. A coordinator or coordinating committee	☐	☐
6. Released time for faculty to develop new course material	☐	☐

E. Are tenured or senior faculty evaluated periodically?

- ☐ No
- ☐ Yes

If "yes," does this occur:

- ☐ Yearly
- ☐ Less frequently than yearly

F. Did any full-time faculty take early retirement (nondisability retirement earlier than your institutional norm) during 1983–84?

- ☐ No
- ☐ Yes

SEE BACK PAGE

V. OPINIONS OF CHANGE—Compared with five years ago, how would you rate the following:

	Better	About the same	Worse
1. Your institution's relationships with state agencies	☐	☐	☐
2. Your institution's relationships with federal agencies	☐	☐	☐
3. Ability of your institution to attract good students	☐	☐	☐
4. Ability of your institution to attract and hold good faculty	☐	☐	☐
5. General level of preparation of your institution's entering students	☐	☐	☐
6. Job prospects for this year's baccalaureate or associate degree recipients from your institution	☐	☐	☐
7. Overall level of faculty morale at your institution	☐	☐	☐
8. Overall level of faculty productivity at your institution in research, teaching, or public service	☐	☐	☐
9. Adequacy of faculty compensation at your institution	☐	☐	☐
10. Adequacy of student aid provided by your institution, including scholarships, fellowships, and loans	☐	☐	☐
11. Adequacy of equipment for teaching and research at your institution	☐	☐	☐
12. Adequacy of library resources at your institution	☐	☐	☐
13. Adequacy of your institution's physical plant and overall campus appearance	☐	☐	☐

VI. BUSINESS AND INDUSTRY—Does your institution have formal ties with business or industry in any of the following areas:

	Yes	Under Discussion	No
1. Shared or on-loan staff	☐	☐	☐
2. Research	☐	☐	☐
3. Equipment (donations, loans, or shared use)	☐	☐	☐
4. Scholarship or loan programs	☐	☐	☐
5. Joint meetings or advisory panels	☐	☐	☐
6. Credit courses for business employees at business locations	☐	☐	☐
7. Noncredit courses for business employees at business locations	☐	☐	☐
8. Jointly developed and sponsored degree program(s)	☐	☐	☐

Thank you for your cooperation.

Please return this form by **July 13, 1984,** to:

Higher Education Panel
American Council on Education
One Dupont Circle, Suite 829
Washington, D.C. 20036

Please keep a copy of this survey for your records.

Name of Respondent _____

Department _____

Telephone _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 833-4757.

APPENDIX B: TECHNICAL NOTES

Data from the responding Panel institutions were statistically adjusted to represent all of the nation's colleges and universities except specialized and religious institutions. The stratification design for weighting follows.

The weighting technique used was the standard one employed for Panel surveys. Data received from Panel members were adjusted for item and institutional nonresponse within each cell. Then institutional weights were applied to bring the Panel data up to estimates representative of the national population.

Table B-2 compares survey respondents and nonrespondents against several variables. Higher-than-average response rates were recorded for private baccalaureate and private two-year institutions. Large doctorate-granting universities had lower-than-average response rates.

TABLE B–1:—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		2,624	413
1	Large public doctorate-granting	a	104	44
2	Large private doctorate-granting	a	61	23
3	Large public comprehensive	a	92	41
4	Large private comprehensive	a	27	13
7	Large public two-year	a	43	20
8	Public comprehensive	5,500–8,999	56	14
9	Public comprehensive	<5,500	108	20
10	Private comprehensive	<9,000	126	22
11	Public baccalaureate	<9,000	127	20
12	Private baccalaureate	1,350–8,999	166	25
13	Private baccalaureate	<1,350	446	37
17	Public two-year academic/comprehensive	6,000–8,999	55	16
18	Public two-year academic/comprehensive	4,000–5,999	72	16
19	Public two-year academic/comprehensive	2,000–3,999	155	24
20	Public two-year academic/comprehensive	<2,000	333	23
21	Private two-year academic/comprehensive	<9,000	129	12
22	Public two-year occupational	2,500–8,999	63	14
23	Public two-year occupational	<2,500	221	18
24	Private two-year occupational	<9,000	240	11

[a]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B–2:—Comparison of Respondents and Nonrespondents
(In percentages)

Control and Type of Institution	Respondents (N = 413)	Nonrespondents (N = 45)	Response Rate
Total	100.0	100.0	90.2
Control			
Public	65.4	73.3	89.1
Private	34.6	26.7	92.3
Type and control			
Large public doctorate-granting	10.7	17.8	84.6
Large private doctorate-granting	5.6	15.6	76.7
Public comprehensive	18.2	24.4	87.2
Private comprehensive	8.5	4.4	94.6
Public baccalaureate	4.8	4.4	90.9
Private baccalaureate	15.0	4.4	96.9
Public two-year	31.6	26.8	91.6
Private two-year	5.6	2.2	95.8

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